

# The Mad Hatter

A Douglas College Newsletter

September 22, 1986

## SHIP ADrift IN DUSTBOWL

On a fallow Saskatchewan field a ship rests upright, as if dips of earth were swelling seas.

For author Andreas Schroeder this strange sight was so compelling that he wove his new novel, "Dustship Glory", out of the true story behind it.

It is from this highly acclaimed work that Schroeder will be reading when he comes to the Douglas College New Westminster Campus on Tuesday, September 30. The reading will begin at 1900 hours in Room 1200 (lower cafeteria) and is open to the public.

This reading is part of an on-going series sponsored by Douglas College and The Canada Council, which brings published Canadian writers to the College at least five times a year. Consistently well attended, these events are a highlight of Douglas College activities.

"We are pleased to have the opportunity to present such an exciting, prominent author as Andreas Schroeder," says Douglas College creative writing instructor Maurice Hodgson.

Schroeder, who emigrated to Canada from Germany at age five, studied at the Universities of B.C. and Toronto. A former chairman of The Writer's Union of Canada, his wide range of activities has included translation, criticism, co-editing literary periodicals, hosting a television poetry show, and film-making.

"The shortest distance between two truths is rarely anything as convenient as a straight line," Schroeder once wrote, and this insight is perhaps the thread underlying his diverse books.

From the taut poems of "The Ozone Minotaur" and "File of Uncertainties", and the unsettling surrealistic stories of "The Late Man", Schroeder went on to write "Shaking It Rough: A Prison Memoir".

His new novel, "Dustship Glory", is based on a true story. In the desperate days of dust-bowl Saskatchewan, Finnish-Canadian Tom Sukanen began building a huge, ocean-going ship.

Considered a dangerous madman by his neighbours, Sukanen continued against all odds, driven by his strange obsession.

Crack-pot or visionary? Schroeder leaves this question delicately open as he weaves anecdote and dramatic narrative into an unforgettable saga.

### In the Hat

2....	Fraser Port	5....	Library Orientation Program
2....	Lights	6....	College Education Committee
2....	Over heads	9....	Addendum
2....	The Governance System	10...	International Opportunities
3....	Explanation or Understanding	11...	CI Publication Committee
3....	Professional Development Consultant	13...	Enrollment Controls
3....	Self-Study Discussions	15...	Assisting Disabled Students
4....	Upcoming Events	17...	Group Advising Sessions
5....	Library Staff Changes	18...	Audio-Visual Acquisitions
5....	Author! Author!	19...	Job Opening
5....	Three Day Expo Pass for Sale		



# MAD HATTER 2

## FRASER PORT

by students at Douglas and Kwantlen College

The story of Fraser Port is the story of a community whose living has always hinged on the sea - its moods, its bounty, and the ships it brings. The story is hinted at with the arrival of fur traders early in the nineteenth century, but it really begins with efforts to control the gold rush of the late 1850's. Those efforts resulted in a distinct and determined lower Fraser society that battled for survival and then fought the mushrooming city on Burrard Inlet to keep a place in the sun.

In the twentieth century, a great role in the continuing competition has fallen to the New Westminster Harbour Commission latterly the regional Fraser River Harbour Commission: generally innovative for its times, sometimes cool, sometimes feisty, and always determined to keep its facilities up to date. Its more intimate story is intertwined with the area's history, and has been crucial to it.

This story, with the student projects on which it was based, was sponsored by Douglas and Kwantlen Colleges and the Fraser River Harbour Commission of 1980-81: Chris Brown, Chairman, John Watson, Marvin Johnson, Frederick Gingell, and Donald Mott. Board members also gave individual assistance to project researchers. Their staff, in particular Rick Pearce, Post Manager, and Tom Grozier, Harbour Master, provided continuous advice. Marilyn Smith Pattison, while Dean of Student Services at Douglas College in 1980, arranged for the initial meetings on the study. She appointed Jim Doerr, now Dean of Community Programs and Services, as administrator of reference at Douglas College. He and his staff gave technical support to the work undertaken by Jacqueline Gresko, history instructor, and Elizabeth Peerless, geography instructor. Their students wrote assignments which were the beginnings of the written part of the story. Midway through this effort, Douglas College was split into two colleges, Douglas and Kwantlen: the project faculty remained at Douglas in New Westminster. The New Westminster Chamber of Commerce Education Committee helped arrange for the loan of its records on microfilm from Vancouver City Archives.

Project research was made much easier by the archival organization of Fraser River Harbour Commission records carried out by Judith Cameron in 1980. Thanks are also due to other librarians and archivists at the two colleges, the New Westminster Public Library, and the University of British Columbia Special Collections Library. Two student assistants, Janet Mill from Douglas and Mary Vandermoor from Kwantlen, researched the chronological survey essays. Many individuals associated with the Commission gave their time in interviews and research. Regrettably, there is not enough space to thank all of them here.

The Fraser River Harbour commission acknowledges the editorial direction provided by Richard Howard in preparing the first nine chapters of this work for the press, as well as his writing of the last.

## LIGHTS

To All Staff, Faculty and Administrators:

Would you please ensure that lights are turned off in areas when not required.

*Terry Leonard*

## OVERHEADS

Once again this summer, I.M.S. has undertaken cleaning and adjustment of the overhead projectors throughout the building. All units should be in good operating condition. A reminder - Field Base offices have emergency stock of lamps and acetate rolls for your convenience.

If you must borrow a unit from a different classroom, please return it! Failure to do so causes chaos and problems for your colleagues. Room numbers are on each unit.

Please report any problems as soon as possible to David Young, I.M.S. local 3144, or Audio Visual local 2116.

Lamps and acetate rolls are available in the Library A-V.

Please help us keep the units in good condition as follows:

- Leave the unit on the table whenever possible. Continued movement causes head alignment problems and premature lamp failure.

- Keep the unit away from the chalkboard.

Note: Units are checked weekly by a Library student assistant who provides lamps/acetate rolls where required and carries out minor cleaning.

*David Young*

## THE GOVERNANCE SYSTEM

I have instructed the Deans to immediately implement the modified governance system as circulated to all college employees and I have advised them that I expect the system will be fully functional in October. The first meeting of the revised committees will, therefore, be scheduled during the month of October.

*Bill Day*



## EXPLANATION OR UNDERSTANDING

As I browsed through the library stacks last May, my eye caught the title "SCIENTIFIC EXPLANATION" by Nicholas Rescher. Because I have long been intrigued by this problem, I began reading the book. The author's first paragraph was promising enough in that it raised the need to answer the why-question in science. Questions like the apparently simple one "Why does water boil?" or a more complex question like the one asked by Dr. David Suzuki: "How does the egg (of the fruitfly) turn itself into an organism as complex as the larva and how does the larva convert itself into an animal with eyes, wings and legs, and once forming that animal, how does the organism respond to the environment by taking in all those cues to have activity we call behaviour?" (VHS video, RETURN OF THE FLY) (The last question apparently still remains largely unanswered.)

Most people who accept a casual view of the universe do not appreciate the burden which such a view places on the scientist. These same people are often only too willing to accept quasi scientific answers to real scientific questions. For example, the answer given by Rescher to the question about the boiling water: "That water is boiling because it was heated to 100 degrees Celcius and in these altitudes water always boils at that temperature." does not even begin to deal with the question "Why does water boil?" It merely says something about a particular phenomenon. The answer as to 'why' water boils would have to include an explanation as to why, considering the unique structure of water, it could do nothing else. To paraphrase Aristotle "We need to know not only the fact but also that the fact could not be other than it is." We should ask, what is there in the properties of hydrogen and oxygen that predetermines that these two elements would combine to form a substance which we call water and which would exhibit a phenomenon defined as 'boiling' at a temperature unique to a specific atmospheric pressure? Or even, what is there in the basic component(s) of matter which would lead to the evolution of elements we call hydrogen and oxygen? Ultimately comes the question "Where did this basic component of matter come from?" What I hope has become evident is that even a simple question like "Why does water boil?" can be pushed back, so-to-speak, to the question of the origin of matter. Scientists have spot answers to questions "along" the casual line but fall far short of filling in the gaps. As Rescher points out "The explanation of a particular phenomenon comprises of a set of explanatory premises including (i) certain lawful generalizations and (ii) certain concrete data." But recognizing both, generalizations and data, falls far short of explaining why those generalizations are as they are and why they could be no other.

At one point in history, chemists thought that they should be able to change lead into gold. Chemists are no longer trying to do that. Perhaps this change in expectations is based not so much on what should or should not be possible as on a better appreciation of the limitations of human understanding and capability. Afterall, if all matter is composed of the same basic components and we can believe that fish can evolve into monkeys and helium can evolve into lead, why should it not be possible to convert lead into gold? Similarly, if we really understood the boiling of water, wouldn't we be able to change the boiling temperature? We expect the designer of an automobile to be able to change those features which he designed into the automobile; namely those features about which he has real understanding. Couldn't we expect the designer of matter to be able to, for example, change water into wine?

*A. Harms*

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## PROFESSIONAL DEVELOPMENT CONSULTANT

I am pleased to announce the appointment of Howard Eaton as a Faculty Professional Development Consultant. Howard will continue to teach in the English and Communications department but will be seconded to this position on a half-time basis for the 1986-87 academic year.

In this first year, Howard will be assisting me to assess the benefits of this service and he will help refine the role of such a consultant.

*Gerry DellaMattia*

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## SELF-STUDY DISCUSSIONS

Members of the Self-Study Steering Committee will be in room 3810 on Wednesday, September 24, 1986, from 1600 - 1730 hours to respond to questions and to discuss the Self Study Report.

Any students, staff or faculty who wish to ask questions or discuss content, etc are invited to attend.

*Gerry DellaMattia*  
*Chairman*



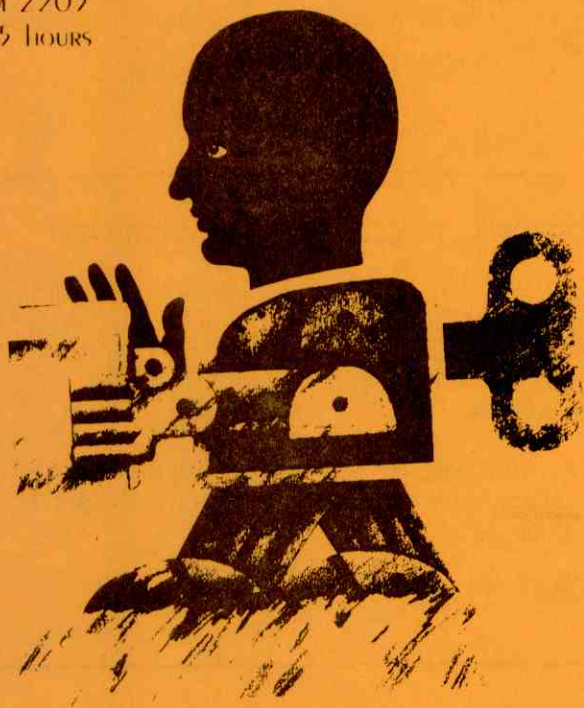
## UPCOMING EVENTS

DOUGLAS COLLEGE HUMANITIES INSTITUTE LECTURE

### FOUNDATIONS AND FUTURES: Civil Rights In Canada

TERRY FARRILL (Political Science, Douglas College)

Thursday, September 25, 1986  
Room 2203  
1215 hours



Sponsored by the Canada Council

### ANDREAS SCHROEDER

Reading from his novel, "Dustship Glory"

Tuesday, September 30, 1986  
1900 hours  
Room 1200

The Douglas College Arts Exhibition Advisory Committee  
presents

### THE FRASER RIVER SHOW

An art exhibition celebrating the mighty Fraser River.

October 1st thru October 31st, 1986  
Opens in three locations on Wednesday, October 1, 1986 at  
1800 hours:

New Westminster Arts Council Gallery in the Park, Arts  
Centre, Centennial Lodge, Queen's Park. Hours: 1300 -  
1700 hours daily except Monday.

Douglas College Performance Theatre Foyer and Douglas  
College Library. Hours: Monday - Thursday 0800 - 2200  
hours. Friday - Saturday 0900 - 1700 hours.

New Westminster Public Library Gallery, 716 - 6th Avenue.  
Hours: Monday - Friday 1000 - 2100 hours. Saturday -  
1000 - 1700 hours.

Noon at New West

### BAROQUE TRIO featuring:

Carlo Novi, baroque violin,  
Kathryn Cernauskas, baroque flute  
Laurette Goldberg, harpsichord

A program of chamber music by J.S. Bach will be performed.

Thursday, October 2, 1986  
1230 hours  
Douglas College Performance Theatre  
Everyone welcome, admission is free!

## DOUGLAS COLLEGE LIBRARY STAFF CHANGES

We say goodbye to:

Warren Johnson, who has been with us since 1978, has enrolled in the College's Child Care Programme.

Gaile Wotherspoon has accompanied her husband who has an appointment in History at the University of Saskatoon.

Internal Changes:

Theresa Kenkel - Film Cleaner - Local 2116  
Helen Clarke - Serials - Local 2113  
Wendy Keenlyside - Orientation/Archives - Local 2108

We welcome:

Lita Van Taves - Circulation/Inter-Library Loan - Local 2106  
Diana Pratt-Johnson - Circulation - Local 2110  
Kathleen Thibault - Circulation - Local 2110  
David Little - A-V Assistance, Saturdays - Local 2116  
Rick Walker - A-V Assistance, Evenings - Local 2116

We also welcome back Jo-Anne Webb as part-time film cleaner.

*Virginia Chisholm*

## LIBRARY ORIENTATION PROGRAM

To All Faculty:

Our Fall Library Orientation Programme is now under way. All English and Communications students will receive an orientation in September or early October. Any student who misses out may come to the Information Desk in the Library any day at 1300 hours.

Instructors in courses other than English and Communications, who wish to arrange for Library classes for their students, should contact Wendy Keenlyside, Library Orientations Assistant, at local 2108.

*Jean Cockburn, Orientation Librarian*

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## AUTHOR! AUTHOR!

As part of British Columbia Libraries Week (November 2 - 8) the Library would like to mount a display of books written by Douglas College faculty.

I have a partial list of authors, but would be very sorry to overlook anyone. Would anyone who has written a book, or who knows of someone who has, please contact me either in the Library (local 2121) or by memorandum.

I hope we can make this display as complete as possible.

*Jean Cockburn*

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## THREE-DAY EXPO PASS FOR SALE

Child/Senior Pass \$15.00

Call Marilyn at local 4604 or 465-6753.

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Date: September 15, 1986

To: Support Staff  
From: Bill Day  
Re: COLLEGE EDUCATION COMMITTEE

As indicated in the governance documents circulated to all College personnel, a number of changes have been made to the composition of governance committees.

The College Education Committee (formerly Educational Policy & Planning Committee) will have two representatives from the support staff, elected at large. To maintain continuity, one position will be for a two year term and one for a one year term.

It is my intent to have the College Education Committee fully operational by the next meeting scheduled for October 8, 1986. To this end, I am requesting nominations, duly seconded, for the two positions. Nominations should be forwarded to Robert Corbett in Personnel by September 26th. Voting will be conducted during the week of September 29th, 8:30 a.m. to 4:30 p.m. in the Personnel office.

Attached is a list of those employees working half time or more, who are eligible to stand for office and vote.

Your continued interest and input into College educational matters is very much appreciated.

William L. Day  
President

:pj

ALDRIDGE, Lorraine  
 BACCHUS, Mohammed  
 BAER, Lisa  
 BEAUCAIRE, Julie  
 BELL, Elizabeth  
 BERG, Fran  
 BIRD, Patricia  
 BLACKBOURN, Janice  
 BLOUDELL, Cheryl  
 BOWCOTT, Eileen  
 BULLACH, Lillian  
 CAMPBELL, Geoffrey  
 CAMPBELL, Heather  
 CHALKMAN, Edward  
 CLARKE, Bruce  
 CLARKE, Helen  
 CLOGG, Jim  
 COCHRAN, Diana  
 CONBOY, Sharon  
 COTTER, Lorraine  
 CROWLEY, Debbie  
 DAVIES, Devona  
 Davis, Georgina  
 DAYKIN, Roy  
 DEN DAAS, Nancy  
 DISHER, Pat  
 DOHERTY, Connie  
 DOUGLAS, Neil  
 DOWMAN, Joan  
 DRIVER, Arnie  
 EASTON, Jean  
 ELLINGSON, Glen  
 EMMERICH, Diane  
 ERICKSON, Peggy  
 EXMANN, Marian  
 FARRELL, Shirley  
 FENTON, Anne  
 FOSTI, Linda  
 FOURNIER, Ron  
 FRANCK, Barbara  
 FRISBANCE, Margaret  
 GARA, Jan  
 GILL, Kathy  
 GORDON, Robert  
 GRAY, Jean  
 HAMMER, Jean  
 HARBY, Amanda  
 HAYWARD, Linda  
 HIRTLE, Bob  
 HOLDER, Marie  
 HOWEY, Marlene  
 HUNTER, Kathy

Occupational Programs Clerk  
 Lab. Tech. - Chemistry  
 Library Assistant  
 Admissions Supervisor  
 Senior A/V Assistant  
 Clerk-Typist - Facilities  
 Receptionist/Typist  
 Lab. Tech. - Biology  
 Admissions Cashier  
 Tutor Coordinator  
 Clerk Receptionist - CP & S  
 Programmer Technician  
 Media Assistant - I.M.S.  
 Mail Clerk (LTD)  
 A/V Maintenance Assistant  
 Library Assistant  
 Lab. Tech. - Physics  
 Technical Services, Acquisitions  
 Payroll Clerk  
 Educational Planner  
 Records Supervisor  
 Buyer  
 Educational Planner  
 Accounts Payable  
 Clerk Typist - Arts & Humanities  
 Senior Clerk - Library  
 Clerk - Student Services  
 Building Service Worker  
 Library Assistant  
 Duplicating Operator  
 Bookstore Clerk  
 Assistant Duplicating Operator  
 Clerk Typist II - Nursing  
 Records Assistant (LTD)  
 Women's Centre Coordinator  
 Assistant Lab. Tech. - Nursing  
 Accounts Receivable  
 Technical Services Supervisor  
 Duplicator/Receiver  
 Cooperative Placement Officer  
 Lab. Tech. - Nursing  
 Receptionist  
 Admissions Clerk  
 Building Service Worker  
 Lab. Tech. - Chemistry  
 Secretary - Learning Resource Centre  
 Educational Planner  
 Lab. Tech. - Psychology  
 Lab. Tech. - Biology  
 Clerk II - Nursing  
 Campus Receptionist  
 Accounting Cashier



JACK, Brenda  
 JAMES, Glen  
 JOHNSTONE, Judy  
 JOYCE, Jean  
 KEENLYSIDE, Wendy  
 KEITH, Dianna  
 KELLY, Jack  
 KENKEL, Teresa  
 KRESCHUK, Doreen  
 KRISTIAN, Marilyn  
 LARSON, Judy  
 LENSEN, Alexis  
 LEWIS, Patty  
 LEYLAND, Carol  
 MACGREGOR, Teresa  
 MCDONALD, Jean  
 MOORCROFT, Mary  
 MORAN, Linda  
 MOSTERT, Yvonne

MURRAY, Judy  
 NEILSON, David  
 NELSON, Carole  
 NONEIWITZ, Willda  
 NORTON, Laurel  
 NUCHO, Eleanore  
 OFFEN, Barbara  
 PALMER, Helen  
 PHILLIPS, Thomas  
 REMMEM, Kristine  
 ROBERTS, Brenda  
 SALE, Stephen  
 SCHMIDT, Susan  
 SEKHON, Barbara  
 SERVEDIO, Lynn  
 SHAW, Rose  
 SIMBIRSKI, Susan  
 SILVER, Beverly  
 SKIPWORTH, Lynda  
 SMITH, Barbara  
 ST. DENIS, Pamela  
 STIELER, Linda  
 TALLING, Doug  
 TAYLOR, Paul  
 THIND, Gary  
 THOMAS, Judy  
 TOSIN, Colleen  
 TSANG, Ivy  
 TURNER, Karen  
 VAN TAVES, Lita  
 WALKER, Sherry  
 WALMSLEY, Christine  
 WATT, Wendy  
 WILSON, Lynne  
 YOUNG, David  
 ZUCHT, Margaret

Clerk - Nursing  
 Media Technician  
 Clerk Typist - Commerce & Business  
 Clerk Typist - Science & Math  
 Library Assistant  
 B.O.E. Technician  
 Building Service Worker  
 Library Assistant  
 Clerk Typist - Nursing  
 Admissions Clerk  
 Clerk Typist - CP & S  
 Educational Planner (LTD)  
 Financial Aid & Placement Officer  
 Accountant  
 B.O.E. Technician  
 Clerk Typist - Nursing/Dental  
 File Clerk - Admissions  
 Clerk Typist - Serv. & Allied Health  
 Secretary - Student Services & Developmental  
 Education  
 Clerk Typist - Developmental Education  
 Lab. Tech. - Geography  
 Library Assistant  
 Mail Clerk  
 Cooperative Placement Officer  
 Library Assistant  
 Records Clerk - CP & S  
 Lab. Tech. - Biology  
 Building Service Worker  
 Payroll Clerk  
 B.O.E. Technician  
 Building Service Worker  
 Technical Services Assistant  
 Clerk Typist - Englist & Performing Arts  
 Campus Typist  
 Lab. Tech. - Biology  
 Admissions Clerk  
 Theatre Assistant  
 Senior Clerk - CP & S  
 Publicist  
 Library Assistant  
 Educational Planner  
 Research Assistant  
 Lab. Tech. - Chemistry  
 Building Service Worker  
 Secretary - Registrar  
 Publicist Assistant  
 Library Assistant  
 Admissions Assistant  
 Ill. Loans Assistant  
 Maple Ridge Campus Clerk  
 Clerk Typist - Social Sciences  
 Clerk - Student Services  
 Clerk - Student Services  
 I.M.S. Supervisor  
 Clerk Typist - CP & S



Date: September 12, 1986


To: The Deans

From: W.L. Day

Re: Addendum to Revised Governance System Documents

It has been pointed out that there is no commentary nor provision for, variance from the existing structures in the governance system.

1. I am persuaded, by informed commentary, that the "open" variance model provided for under the previous dispensation, was counter productive to the intent of the system.
2. It is irrational not to provide for approved variation, based on informed need and experience of the people who themselves are affected.
3. Applications for variance will be made directly the Office of the President, under the signature of the Dean of the Division involved, and shall indicate the ways in which the intent and philosophy of the governance system are furthered by implementation of the proposed variation to prescription.

  
WLD:jy

cc - Mad Hatter



Date: September 12, 1986

To: The Mad Hatter

From: Gordon Gilgan

Re: INTERNATIONAL OPPORTUNITIES FOR FACULTY

The International Labour Organization has openings for instructors in the People's Republic of China. A training centre for secretarial assistants is being established with the following openings:

- Commercial and Business Practice Trainer
- Secretarial Skills Trainer
- English Language (TESL)
- Project Coordinator

All terms except Coordinator are for two years, starting July 1987.

The salary range is dependent on experience but is paid in \$U.S. and therefore looks very generous.

Faculty interested in any of these opportunities should contact Gordon Gilgan for further information.

Gordon W. Gilgan  
Dean, Academic Division

:GWG:pj



Date: September 8, 1986

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To: Jim Doerr

From: Rita Chudnovsky

Re: CI Publications Committee

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This is to inform you that I have been elected to chair the Community Initiatives Publications Committee of SPARC.

This Committee is the latest development in the Tough Times News project. The Committee is now operated within SPARC and is responsible for producing five issues of Community Initiatives Digest a year and for undertaking a publications program of educational and informational materials related to socio-economic development.

I have attached The Terms of Reference for the Committee and will keep you informed of developments.

RC/mz



Att.

cc: Randi Duke



August 11, 1986

## COMMUNITY INITIATIVES PUBLICATIONS [SPARC OF BC]

INFORMATION NOTE

## PURPOSE

The purpose of CI Publications [SPARC of BC] is to stimulate and assist the production and distribution of community-focused materials of a public information and education nature, particularly in the community economic development field.

## MAJOR PRIORITIES

1. Priority to projects which have intentional educational or learning objectives, ie; designed to bring about a change in skill, knowledge or attitude.

2. Priority to projects which provide information and analysis about socio-economic matters to community economic development practitioners when such information is not likely to be provided by any other source.

While these two priorities are seen as complementary, special consideration will be given to "1" because of the unique contribution it can make to the field. The CIP program will operate on this basis as an experiment during this first year, after which it will be reviewed.

## GUIDELINES FOR SELECTING PROJECTS

A project proposal will be considered against the following guidelines:

- 1. province-wide applicability
- 2. of benefit to individuals and groups that are currently not able to participate as full citizens or members of the community or of society (unemployed people, the disabled, women, native people, cultural minorities)
- 3. meets a recognized learning/educational/information need
- 4. reflects a "cooperative learning" approach with emphases on mutual support and collaboration in planning and action



- 5. provides a format for self-directed learning and action
- 6. contains information and/or analysis of particular relevance to socio-economic development not readily available elsewhere
- 7. provides an opportunity to work in co-sponsorship with another organization or group
- 8. has the potential to recover production costs in whole or in part
- 9. is uniquely suited for CIP [SPARC of BC] as opposed to another sponsor.

Proposals do not have to fit all of the guidelines. Submissions will be considered by the Community Initiatives Publications Advisory Committee for recommendation and then for approval by the SPARC Executive Committee.

#### **SPARC of BC**

The Council is British Columbia's only provincial policy and social planning organization in the private sector. It is a non-profit association whose purposes include research, analysis and comment on questions of concern to British Columbians and as well, information exchange, education and skill training and the initiation of demonstration projects to support groups and communities concerned with community development.





THE UNIVERSITY OF BRITISH COLUMBIA  
6328 MEMORIAL ROAD  
VANCOUVER, B. C., CANADA V6T 2B3

OFFICE OF THE  
PRESIDENT

August 5, 1986

Mr. Walter Donald, President  
British Columbia Association of Colleges  
#113 - 744 West Hastings Street  
Vancouver, B.C. V6C 1A5

Dear Mr. Donald:

Some months ago you wrote to Mr. Sauder, Chairman of our Board of Governors, to express concern over the decision of the UBC Senate to establish enrolment controls in the Faculties of Arts. I am not certain that you received a response to your letter at that time.

The first concern you expressed was the possibility that the impact on non-metropolitan students and colleges could be negative. We certainly hope that will not be the case and, indeed, although fully one-third of the openings for new students in the Faculty of Arts are reserved for students transferring from the colleges (750 of 2250), Senate also made it clear that should a qualified student wish to transfer into second year arts from a college in which the desired program was unavailable, that student could be admitted beyond the quota.

Second, you imply that the University desires a greater number of grade twelve students to enter directly from secondary school. This is certainly not the case. Indeed, proposed controls were set essentially at current levels, i.e. 1500 new admissions to first year, 450 to second year and 300 to third year.

The numbers of 450 and 300 represent a slight decrease in second year transfers and a complementary increase in third year transfers. We do wish to encourage the maintenance of viable second year academic programs at the colleges. However, the split between second and third year transfers is approximate, specifically to accommodate students whose preferred second-year programs are not available at their colleges.



At the same time our Faculty of Arts has made its own promotion regulations more stringent to ensure that UBC students advanced to second and third year are as able as those admitted by transfer.

Demand for admission to UBC's Faculty of Arts next year may equal, or it may exceed, the number of places we are planning to provide. In any event, we have reserved a substantial number of places for students transferring from colleges, and good college students, like good secondary school students, can be confident of admission.

We at UBC are very conscious of the fact that we are part of a system of post-secondary education in British Columbia. Many members of our faculty serve on articulation committees in the various subjects of college and university curricula and a substantial number of our students attend one of the province's public colleges at some time in their post-secondary education. Far from wanting to discourage students from attending a college in their region we want to encourage them to do so, if it suits their goals and circumstances, and to consider continuing their education thereafter at UBC.

Yours sincerely,



Daniel R. Birch  
Vice President, Academic

DWS/g



ASSISTING DISABLED STUDENTS BECOME ABLE STUDENTSThe Access Learning Resource Centre  
(ALRC)

Douglas College has a philosophy that "educational opportunities must be accessible to all" and, as a result, has established a policy stating that "students with specific disabilities should be assured of equal access to Douglas College courses, programs and services..." The College has tried to implement this philosophy by creating an accessible environment physically, attitudinally, and in terms of the curriculum.

This philosophy has proved to be successful with the disabled community. Five years ago we had approximately twenty students with disabilities; last year (1985-1986) we had about 250 students with mental handicaps enrolled in special classes and 150 students attending regular courses/programs who were physically, sensory, emotionally, or learning disabled.

The range of disabling conditions varies greatly. Specific disabilities include head injury, spinal cord injury, amputation, epilepsy, stroke, polio, birth defects, spina bifida, muscular dystrophy, and psychiatric problems. Many of these students require very little assistance to access an education; others require unique support in order to function on an equal basis as their non-disabled peers.

Through continuing support from the Ministry of Education, many support services for disabled students at Douglas College are provided through the Access Learning Resource Centre (ALRC). The major function of the ALRC is to provide assistance for students with special needs in accessing regular college courses and programs.

Depending on the nature of the disability, specific support services may include formal and informal assessments to identify learning needs and to facilitate program planning, provision of corrective programs designed to help students meet their course requirements, and liaison with instructors to establish adaptations in the instructional delivery system. As well, under the direction of the ALRC instructor, student access aides provide specific kinds of assistance, e.g., research assistance, transcription/translation of instructional materials into accessible formats, recopying assignments, mobility training/assistance, notetaking, etc.

One student who has benefitted from the varied services provided by the ALRC is Bruce Mesman, a student in the Therapeutic Recreation Technician Program. Bruce was involved in an auto accident in 1983, when he sustained a severe head injury. As Bruce explains:

"Two months after entering the program I was experiencing much anxiety with my courses. I was put into contact with the ALRC instructor. The one most important skill she has re-taught



me is organization of objects to that of time. The service of having the instructor help me proof-read all material has allowed for increased creativity in my writing. Now I am able to focus on the components that need to be said, and not focus totally on how, grammatically, I need to say it. I have also had a photo-copy pass for lecture notes. Because of my shorter concentration span, and the difficulty to relay information from my coconut to my right hand, a photocopy pass helped immensely. The pass allows me to better comprehend the concepts being promoted during the lectures, without experiencing the normal levels of anxiety if I was relying on my own notes. I have also received tutoring assistance from a fellow student resulting in gaining a clear interpretation of the concept being learned.

Another service which I have been involved with was a computer workshop. The workshop has given me a new awareness of the workings of a computer, and I know the computer will be valuable in school or work placements. Because I have the worst handwriting and poorest memory, the computer allows me to retrieve legible information with only a push of a button.

Since entering Douglas College, I have experienced a variety of services offered to individuals with limitations. These services have branched into many aspects of my life in school and out. The valuable support and training given thus far have increased my chances of re-assembling a life outside of four walls. I highly recommend the services to any disabled individual struggling to gain a footing in the mainstream of society."

Douglas has been very resourceful and responsive to the needs of adult learners with disabilities. The major factor has been the openness and general support provided by College personnel as a whole. Faculty, staff, administrators, and students have been receptive to creating an accessible environment and treating disabled students with acceptance and respect. The physical site has been another factor. While the building is not perfect, mobility impaired students report that it is one of the most accessible post-secondary institutions. The third factor has been support from the Ministry of Education. The Ministry has been pleased with attitudes and levels of support at Douglas College and has responded by providing grants for special projects, and funding for special services such as the ALRC.

All these factors have turned disabled students into ABLE students. They are able to get into the building, able to function in the classroom and meet course/program requirements, and able to become educated, trained adults.

If you require assistance or adaptations, please contact either Gladys Loewen, Coordinator of Adult Special Education,  
520-5400 Loc. 2791  
520-5450 TTY/TDD  
Room 2790 A

or Jody Pilling, Clinician/Instructor,  
Access Learning Resource Centre (ALRC)  
520-5400 Loc. 2793  
Room 2790 C



1986 FALL SEMESTERGROUP ADVISING SESSIONS SCHEDULESeptember 22 - 26, 1986

All sessions start promptly at times advertised and are approximately 1 1/2 - 2 hours in length. Sessions are free, pre-registration is not required. All sessions are held at the New Westminster Campus unless stated otherwise.

**1st Year Science - U.T.**  
Including Major requirements  
and pre-entry requirements

**Monday, September 22**  
1000 hours  
Room 1717  
Amanda

**Commerce & Business**  
University Transfer

**Monday, September 22**  
1400 hours  
Room 2219  
Lorraine

**Education - University Transfer**  
Simon Fraser University  
(Elem. and Sec.) B.Ed.

**Tuesday, September 23**  
1000 hours  
Room 1805  
Amanda

**1st Year Arts - U.T.**  
Including Major requirements  
and Bachelor of Social Work

**Wednesday, September 24**  
0830 hours  
Room 2214  
Georgina

**Nursing:**  
RN (Basic), RPN, LTCA

**Wednesday, September 24**  
1700 hours  
Room 2802  
Georgina

**Child Care Counsellor Programs &  
Community Social Services Worker**

**Wednesday, September 24**  
1400 hours  
Room 2219  
Lorraine

**Office Administration  
Certificate Programs &  
Office Systems and Records Management  
Diploma Program**

**Thursday, September 25**  
1700 hours  
Room 2802  
Lorraine

**Early Childhood Education Program  
Part & Full-time &  
Therapeutic Recreation Technician  
Program - Part & Full-time**

**Thursday, September 25**  
1700 hours  
Room 4245  
Amanda

**Criminology**  
Certificate and Diploma  
and University Transfer

**Friday, September 26**  
1400 hours  
Room 2214  
Georgina



RECENT AUDIO VISUAL ACQUISITIONS

September, 1986

**Essential Exercises for the Childbearing Years**

16 mm and booklet 19 mins.

Elizabeth Noble, author of the book "Essential exercises for the childbearing years", teaches women five simple exercises to help minimize discomfort before and after childbirth. Recommended by childbirth educators and nursing staff, the film stresses a comprehensive health maintenance exercise program which can be begun either during pregnancy or soon after delivery, even if by Caesarian.

**Math Anxiety**

3/4" video 29 mins.

This programme highlights a course for math-anxious adults, in order to show the nature of math anxiety and presents teaching methods which help the student to overcome it.

**Writing a Research Paper  
(The Write Course)**

VHS 30 mins.

This explains the nature of a research paper and the steps involved in writing such a paper.

**Uninvited Guests to Dinner**

VHS 20 mins.

This film explains how to avoid food poisoning through the safe handling of both raw and cooked food products. It presents dramatizations of four actual events where poor handling and preparation practices resulted in serious incidents of food poisoning.

**How to Pick up Girls, Win Arguments and Influence People**

16 mm 30 mins.

Arnold is a loser until a friendly spirit offers to teach him the Rules of Winning. This film deals with body language, image enhancement, creating a power base, and honing of social skills. A witty and provocative production from the BBC.





association of canadian community colleges  
association des collèges communautaires du canada

110 Eglinton Ave. West  
Second Floor  
Toronto Ontario M4R 1A3  
Telephone (416) 489-5925  
Telex 06-217566

TO : CEOs of ACCC Member Colleges

DATE : August 27, 1986

SUBJECT: Position of Executive Director

At its last meeting, the Executive Committee of our Association, which will also serve as the Search Committee, decided to advertise the position of the Executive Director in the newspapers. This decision was due to the fact that many people, who were interested in this position, informed us that they could not hand in their résumé on time and the Executive Committee felt this was probably the case for many others as well. Thus, the position will be published in the Globe and Mail and La Presse in the next few days and those interested will have until September 26 to submit their curriculum vitae.

As it seemed important to us to inform you, you will find enclosed the replacement process adopted by the Executive Committee.

The Interviewing Committee will be composed of the President, the first Vice-president and the former President. In addition, the Management Committee will be asked to delegate someone to act as a resource person for the Executive Committee.

If you have any comments or suggestions concerning the position, please feel free to contact any of the Executive Committee members:

Yves Sanssouci	(514) 679-2630, local 201	Paul Gallagher	(604) 875-8297
Dick Mackie	(204) 725-4530, local 201	Yvette Swendson	(403) 240-6964
Bill MacAulay	(902) 539-5300, local 160	Bruce McAusland	(519) 972-2701

Sincerely yours,

*Yves Sanssouci*

Yves Sanssouci

/cg

c.c. Board of Directors